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ABSTRACT

These guidelines, developed by a nine-member task force, were designed to help district administrators, curriculum planners, building principals/head teachers, vocational education directors, and teachers in small rural secondary schools in Alaska to plan, implement, and administer vocational education programs that are free of sex bias. The content is presented in five sections. The first, an introduction, covers women workers in the national work force and in Alaska, vocational education for women in Alaska, sex discrimination legislation, and definitions of terms. Then follows a brief section on philosophy, which presents a philosophical statement of the task force and planning guidelines. The third section, on the law and the task, first covers guidelines for developing a small, rural secondary vocational education program (learning activities, processes, and content) and vocational education personnel (roles, responsibilities, and competencies appropriate to the community); it then presents a personnel needs assessment model, facilities guidelines, and funding criteria. Finally, guidelines for evaluating vocational education instructional materials are presented (includes an evaluation checklist). A summary section and one on grievance procedures conclude this booklet. (EM)

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Guidelines for Developing
Sex Bias Free Vocational Education Programs
in
Small Secondary Schools in Alaska

June 1978

State of Alaska
Department of Education
Pouch F
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FOREWORD

The Department of Education is pleased to have had the opportunity to work with vocational teachers and administrators in the development of these guidelines. Intended as a reference document, the guidelines have been designed for use by district administrators, curriculum planners, building principals/head teachers, vocational education directors and teachers in planning, implementing and administering vocational education programs that are free of sex bias.

While sometimes guidelines are developed as the answer to a problem, that is not the implication we attach to these. Local education agency personnel are asked to view the ideas and concepts contained herein as a possible solution and a reference for ideas on handling sex bias concerns in vocational education programs.

It is our hope that these guidelines will make your job easier in assuring sex equity in vocational education.

Marshall L. Lind
Commissioner of Education

ACKNOWLEDGEMENTS

In May of 1977, Title IX Coordinator for the Alaska Department of Education, Roberta Dowell, submitted an application to Health, Education and Welfare for Women's Educational Equity Act funding. The project proposed to achieve educational equity for women by developing a design model for secondary school vocational curriculums. The "model," as outlined by the original proposal, would be a manual consisting of suggested guidelines and processes which small rural secondary schools could use and/or modify to develop vocational education programs and curricula which would eliminate sex discrimination/sex stereotyping. Approval and funding of the $15,000 grant came from the federal government in October, 1977. The nine-member task force, consisting of vocational educators who have expertise in vocational education, and who are aware of existing programs, (or lack of) and the customs and traditions of students within Alaska, was selected shortly thereafter.

The Department of Education would like to extend its appreciation to the members of this task force without whose untiring efforts, good humor and reservoir of ideas and expertise this document could not have been completed. We are appreciative that Alaskan educators, such as these, are willing to devote their time and energies in the interest of all students and educators in Alaska.

Merle Thomas, Principal - Unalakleet High School, Northwest Arctic District
Dick Bower, Superintendent - Aleutian Region School District
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We would also like to thank the administration of those school districts and institutions who provided these members with district released time to work with the committee.

Vern Williams
Program Director

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INTRODUCTION

Women Workers in the National Work Force

In 1974, 36 million women were in the labor force, nearly doubling since 1950 the numbers of women employed or actively seeking a job. The women who choose to work do so for the same reasons that men do, primarily economical. The dramatic rise in the numbers of women who are either self-supporting or heads of households, in addition to those married women who work to supplement the earnings of their spouses, serves to augment the work force. Other factors, such as women's control over their child-bearing lives, declining family size, growing numbers of women choosing to remain single, rise in divorce rates and drop in remarriages, contribute to the millions of their sex seeking work.

Women Workers in Alaska's Labor Force

During the Sixties the number of women in the labor force in Alaska increased by 66 percent, with 46.2 percent of Alaskan women 16 years and older part of the labor force by 1970. *A Preliminary Study: The Status of Women in Alaska* reports that rates of increase have been greatest for young women under 35 and for all married women, especially those with small children. Divorced and separated women have maintained high levels of work force participation.

The problems that Alaskan working women confront are numerous. They are much more likely to be employed part time than men, but the number of part-time jobs is insufficient to meet demands. Child care is difficult to come by for those women who work or would like to do so, and when available it is quite expensive. For women who head poverty households, the lack of available on-the-job training and subsidized classroom training increases their dependency on welfare and other state services.

U.S. Department of Commerce statistics on Alaska point out that despite the increase in the number of women employed in Alaska, their share of blue collar employment appears to have dropped off recently. This is further emphasized by the fact that women, particularly Native women, are concentrated in three occupational categories – clerical, service, and low-paying professional groups (including teachers, nurses, social workers, and technical assistants). The number of women in managerial positions –5 to 6 percent– has not changed since 1960. Female civilian employees of the Armed Forces, state government and U.S. Fish and Wildlife Service are all heavily concentrated in low-pay jobs. In education, the female percentage of top administrative positions is negligible, although women comprise the majority of professional employees.

Vocational Education for Women in Alaska

A Preliminary Study: The Status of Women in Alaska draws from a number of sources to show that despite the fact that one of the goals of elementary and secondary education is to prepare men and women for equal participation in the work force, vocational education has done little to eliminate occupational discrimination. In fact, occupational segregation by sex in the labor force is mirrored in vocational education enrollments. A strong sex bias has been found in the material used in the area of career guidance and counseling for women. Given that pervasive sex bias is found in the educational systems, it is not surprising that the career aspirations of girls differ greatly

from those of boys. Research from Scholastic Aptitude Test data, 1975-1976, on Alaskan college-bound high school graduates demonstrates that 45.8 percent of girls' first major choices are in traditional female areas – humanities, education, and health and medical – whereas for boys only 15.8 percent choose these areas.

It is not clear to what extent Alaskan women are making use of the new training opportunities available to them through the passage of the federal Vocational Education Act in 1963, 1968 amendments, and the Comprehensive Employment Training Act in 1973. However, data which is available on training programs in Anchorage, some of which serve the entire state, shows that women make up only 24.6 percent of all trainees. The 1970 Alaska census notes that women comprised only 32.2 percent of all those who completed vocational training. Furthermore, those women who did receive training were concentrated in programs that provided no compensation or minimal compensation – $2.25 an hour – while men are found in programs that provide a livable wage or allowance. Men are also enrolled in 1.4 times as many different training programs as women.

Females constitute a very small proportion of the enrollees in traditional male occupations, such as trades and crafts, business administration, surveying, and drafting. This dual system of preparation has led to the well established dual system of employment where women are found in low-paying jobs unable to qualify for more rewarding positions in the technological arena of business and industry.

Sex Discrimination Legislation

Although boys and girls are raised in the same families and attend the same schools, it is apparent that these children often receive very different educations. Young boys prepare for careers as electricians, doctors, engineers and the like. By contrast, the life preparations for young girls are much more limited to the areas of mothering, nursing, teaching and secretarial work. Girls are rarely introduced to the social and economic realities of life which may sooner or later affect them all:

- 90 percent of all women will be employed at some time in their lives.
- 40 percent of the labor force are women.
- One out of eight families is headed by a woman.
- Nearly one-third of all women with children under the age of six are working, and the rate rises with mothers of school-age children.
- Even if a woman marries, she can expect to be employed outside the home for 25 years.
- A majority of women work because of economic need.

In an attempt to remedy this situation, the federal government has enacted two pieces of legislation: Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976. Both titles require educational institutions to provide equal opportunities for females and males; however, there are some significant differences between the two titles.

Title IX deals with sex discrimination and prohibits specific policies, programs, and practices which treat students differently on the basis of sex. It is possible to comply with Title IX by eliminating sex discrimination but still not address sex bias or sex stereotyping (see definition of terms for clarification of differences). The sex equity provisions of Title II focus not only on the reduction of discrimination, but also on overcoming sex bias and stereotyping by establishing a series of administrative and program requirements for state use of vocational education funds. Furthermore, Title IX regulations apply directly to local educational agencies and institutions. Title II applies directly to the administration and operation of state and federal vocational education programs.

Finally, Title IX specifies various forms of discrimination in educational policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities and treatment of students, student employment, and employment of education personnel. Title II complements these specific prohibitions with a mandate for the development of programs to overcome sex discrimination, bias and stereotyping in vocational education and authorizes states to use federal monies for this purpose.

DEFINITION OF TERMS

There are a number of different words and phrases which require clarification:

1. *Title IX of 1972 Education Amendments*

   "No person shall, . . . on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

2. *Title II of 1976 Education Amendments*

   Provisions for sex equity fall into three major categories:

   - requirements for the administration of state vocational education programs,
   - requirements governing the state use of funds, and
   - information pertaining to the national vocational education program.

3. *Sex discrimination*

   Any action which limits or denies opportunities, privileges, roles or awards on the basis of sex. Not to be confused with sex bias or sex-role stereotyping.

4. *Sex bias*

   The behavior resulting from the assumption that one sex is superior to the other. Not to be confused with sex discrimination or sex-role stereotyping.

5. *Sex-role stereotyping*

   The process of attributing behaviors, abilities, interests, roles, and values to a person or group of persons on the basis of sex. Not to be confused with the above two terms.

6. *Sexism*

   The collection of actions, behaviors, processes and policies that overtly or covertly prescribe the development of girls and boys and prepare them for traditional sex roles. This word will often appear as a catch-all or be used synonymously with the preceding three terms.

7. *Small rural secondary school*

   For the purposes of this manual, a small rural secondary school shall be any educational institution in rural Alaska serving one to 50 students in grades 9-12.

PHILOSOPHY

Philosophical Statement of Task Force

It is the purpose of this manual to assure an educational program which will provide all students, regardless of sex, with equal access into vocational education programs by eliminating sex bias, sex-role stereotyping and sex discrimination.

Planning Guidelines

What follows are planning guidelines that the school district and community may use/modify in developing their own philosophy and/or policy statement and carrying out their vocational education program.

1. The school district should provide equal access into vocational education programs for all students, regardless of sex, by eliminating sex bias, sex-role stereotyping and sex discrimination.

2. The school district should ensure that the attainment of philosophical goals is equitable for all students.

3. The school district should provide the opportunity for the community to get involved in the planning of policies that directly affect the students.

4. The school district should have a flexible educational program that is adaptable to new teaching concepts and methods, thus allowing all students, based upon their ability and interests, to take classes of their choice.

5. The school district should make every effort to eliminate bias which is sometimes attached to economic status, ethnic or racial background, sex, age, and marital status.

6. The school district should insure that both behavioral expectations and discipline procedures be equally applied to both boys and girls.

7. The school district, when writing vocational education philosophy and policy statements, should use appropriate language in reference to sex.

Program

This section includes guidelines that will be useful to the instructors, administrators and community in developing the learning activities, processes and content for a small rural secondary school vocational education program.

I. *Strategies for changing students' traditional attitudes* about vocational education.

A. Disseminate information about the changes in traditional perceptions of sex roles, including new interpretations of self-concept, through:

1. Multi-media: films, film-strips.

2. Group gatherings: assemblies, discussion groups, multi-teaching groups.

3. Printed materials: community and school newspapers, bulletin boards.

B. Prepare course descriptions which include:

1. A statement that the course does not discriminate on the basis of sex.
2. Content and requirement(s) that do not discriminate on basis of sex.
3. Non-bias language.

C. Actively recruit students into non-traditional courses by:

1. Individually approaching and interesting student in non-traditional classes through:
   a. assembly programs.
   b. advisory programs.
   c. counselor programs.
2. Teachers publicizing and selling their classes to students by:
   a. individualized teaching (e.g. cooking and sewing labs going on at the same time).
   b. having students complete an attractive product which is within their realistic means.
   c. teaching boys and girls same skills by assigning class projects of equitable difficulty.
   d. making students feel welcome in class.
3. Starting all students in vocational education classes at the junior high level. For example, boys and girls could be required to take an introductory course to both home economics and shop.

D. Accept the student as a person by:

1. Emphasizing non-traditional job opportunities through use of role models and development of career awareness.
2. Developing bias-free course content.
3. Asking student to perform various tasks regardless of sex, such as:
   a. carrying chairs.
   b. getting equipment.
   c. taking notes.
   d. repairing equipment.

E. Recognize that student talents are bias free by:

1. Providing a broad range of activities for the student to try.
2. Encouraging the students to further develop their special talents.
3. Encouraging the student to participate in vocational youth group activities.

II. *Self-Assessment.* It is necessary for teachers to complete an assessment of their course offerings to determine whether sex bias, stereotyping and/or discrimination is evident in any form. In order to do this, they will need to review a number of areas in the following manner:

A. Determine if curriculum organization is free of sexism by checking:

1. Course title and description.
2. Course content.
3. Course enrollment. (Are both sexes taking classes?)
4. Course(s) scheduling. (Is either sex limited access to a class as a result of scheduling?)
5. Language used.

B. Determine if prerequisites for vocational education courses are free of sexism by ensuring that:

1. Prerequisite qualifications do not discriminate on the basis of sex.
2. Process for waiving prerequisites is equitably applied.

C. Determine if scheduling of students – including selection, recruitment and assignment – is free of sexism by:

1. Implementing recruitment and admission practices/policies to eliminate sex bias, stereotyping and/or discrimination.
2. Encouraging guidance and counseling practices which eliminate sexism.
3. Recruiting students for all programs regardless of sex.
4. Offering alternative programs, when available, to both sexes.

D. Determine if work experience programs, Work-Study, Cooperative Work Experience, and Rural Student Vocational Program are bias free to ensure that:

1. Employers and/or cooperating agencies do not discriminate.
2. Job assignments are made without regard to sex.

3. Pre-employment inquiries avoid any reference to the potential or actual marital, parental or family status of applicant.

4. Employers interview both sexes and employ the student most qualified regardless of sex.

5. Salaries are identical for the same job regardless of which sex is employed in position.

III. *Program Operations.* The scope and organization of vocational education programs should be operated in such a way that there is no sex bias, sex-role stereotyping or sex discrimination. In order to do this, it is necessary to:

A. Create vocational education programs and activities that will reduce sexism.

B. Analyze data on the status of male and female students and employees, evaluate information, and implement necessary changes.

C. Review the distribution of funds allocated by the state to ensure the elimination of sexism.

D. Review programs for sexism.

E. Review and submit recommendations to those responsible for the annual vocational education plan to correct deficiencies and problems.

F. Insure that the individual responsible for providing vocational education counseling for students:

1. Identifies and brings to the attention of students those sex-role stereotypes which narrow occupational choices.

2. Encourages students to broaden their perspectives about educational and occupational decisions.

3. Creates awareness of vocational education programs that may reduce sexism.

4. Gathers, analyzes, and disseminates locally available data on the status of male and female students and employees.

5. Encourages students to choose non-traditional programs in which they have interest and ability.

6. Counsels students who experience apparent sexism at either school or work.

G. Insure that all teachers:

1. Review educational materials for sex bias and stereotyping.

2. Provide assistance to local educational and cooperating agencies in overcoming sex-role stereotyping, sex bias and discrimination in their instruction.

3. Incorporate locally available data on the status of male and female students and employees into the instructional process.

IV. *Culture and Values.* In recognizing the divergent cultures within Alaska and their consequent impact on vocational education programs, it is necessary to:

A. Involve students, parents, and community in the process of examining traditional male and female occupational roles. In addition, they should be introduced to attempts by federal government to remedy sexist education in preparing people for the work force. This can be accomplished by examining Title IX and Title II regulations.

B. Attempt to influence in a positive manner the community employers' work policies/practices which discriminate on the basis of sex.

C. Recognize socialization patterns which have created internalized barriers that limit people in their occupational choices. Some cultures feel that there are definite men's and women's work.

D. Identify the real from the imagined barriers that limit occupational choices for both sexes and cope with them.

E. Avoid placing limits on students' preferences, interests, and decisions regarding their future career choices.

V. *Community Involvement.* Because it is important to include the community in developing and supporting vocational education programs, it will be necessary to:

A. Make public presentations to community groups on Title IX and Title II regulations, including these points:

1. All social and recreational programs are open to both sexes.

2. All honors, prizes and awards are free of sexism.

3. All awards and scholarships to students will be developed and granted without regard to sex.

B. Compile a list of agencies and organizations to be involved in planning and implementing vocational education programs. The list could include but not be limited to the following:

1. Community agencies and organizations

Chamber of Commerce	Youth
Local Government	American Legion and Auxiliary
Village Council	Native Association
Community Service	Native Corporation
Fraternal	Education-Related Boards/Committees

2. State agencies

Fish and Game
Health and Social Services
Labor Unions
Department of Labor
Department of Transportation

3. Federal agencies

Military Services
Fish and Wildlife
Bureau of Indian Affairs
Native Health Service

C. This reference list can be used to:

1. Introduce students to those agencies and organizations that provide either services or funds for vocational education-related activities.

2. Orient students to those services which are available.

3. Ensure that the services and/or funds provided by these agencies and organizations are made available regardless of sex considerations.

4. Involve members from agencies and organizations in the school program by:

   a. asking them as outside speakers.

   b. inviting them for class visitations.

   c. involving them in school committees.

VI. *Student Involvement.* When the school district includes students in developing and implementing vocational education programs, the following is necessary:

A. Students should participate in the process of determining their own rights and responsibilities as they relate to vocational education.

B. Whenever students are involved in vocational education in an advisory or decision-making capacity, both sexes should be represented.

Personnel

This section includes guidelines that will be useful to the instructors, administrators and community in developing vocational education personnel roles, responsibilities and competencies appropriate to the community.

I. *Community Profile.* In order that the makeup and needs of the community are fully understood by its teachers, it will be necessary to do the following:

A. The community school committee is responsible for designing a packet of information on the community to give potential teachers a clear idea of the environment and people they will be working with. This packet could include:

1. Photographs.
2. Profiles on key individuals.
3. Learning desires of children and parents.
4. History of village/community.
5. Appropriate acceptable modes of behavior within this community.
6. Information on community's economic base.
7. Information on family life.
8. Demographic data on community.

B. The community school committee is responsible for preparing a packet of information on the vocational potentials (monetary and otherwise) within the area so that future vocational education instructors will have a clear idea of the students' vocational education needs. This could include descriptions of:

1. Jobs available in community.
2. Economic base of community. (Can the community use more skilled workers?)
3. Potential vocational opportunities of village councils and native corporations. (What skills are needed?)

II. *Staff roles, responsibilities, and competencies.* To obtain the best possible vocational education instruction, it will be necessary for the community and school administration to work together in the following areas:

A. Recruitment

1. The community profiles will assist in recruitment by giving potential vocational education teachers a realistic picture of the local community and life in a rural setting.

2. Position descriptions prepared by the community, administrators and teachers will clarify the needs of the community as outlined by the community profile.

B. Instructor Selection

1. The method for deciding how many and what staff/personnel need to be hired. This can be determined by using the "Personnel Needs Assessment Model." (See page 19.)

2. The responsibilities of the administrator interviewing and hiring the instructor are to:

   a. determine if individual is adaptable to environment.

   b. assist the community in developing a community profile and updating it periodically.

   c. use the community profile to determine the kind of vocational education instructor the community wants.

3. The criteria for teacher selection or the kinds of questions to be asked in the interviews should include:

   a. Do the candidates have extra-curricular activities/skills in addition to teaching background?

   b. Do they know the intent of Titles IX and II?

   c. Do they have a strategy for identifying important aspects of culture and values?

   d. Do they have a means for evaluating teaching materials?

   e. If materials are sex biased, what would they do?

   f. What do they know about values clarification?

C. Pre- and Inservice Training

1. Pre-training needs of instructors can be identified by use of the "Personnel Needs Assessment Model."

   a. Responsibility for meeting these needs must be communicated to those agencies/institutions charged with educating teachers.

      1) Legislature
      2) Department of Education
      3) University of Alaska

2. If teachers cannot adequately answer the questions asked of them in the hiring process, this will determine the kind of inservice training they need, such as:

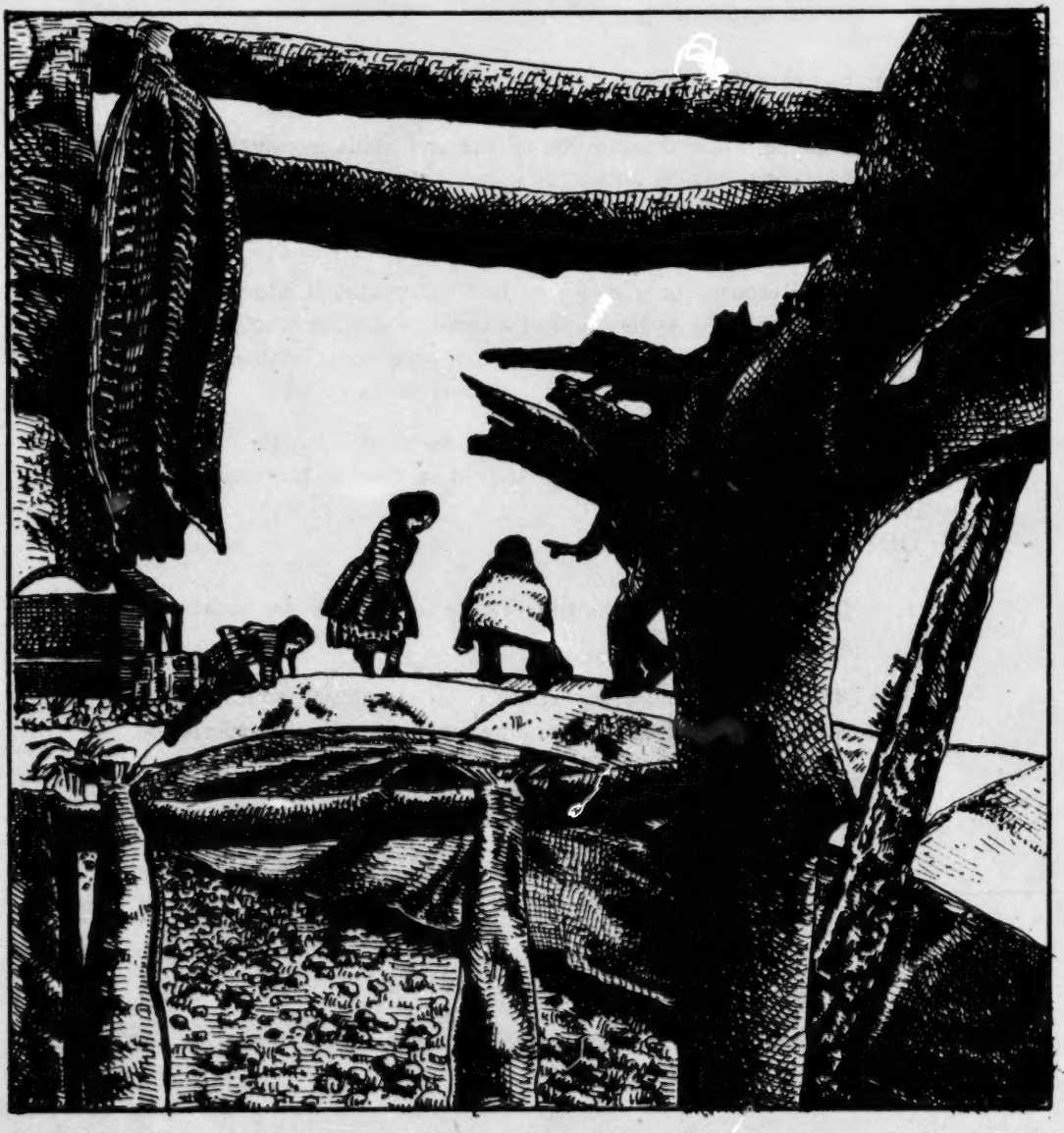
   a. value clarification.

   b. sex bias/sex stereotyping identification.

3. Based upon the community profile and future job possibilities, instructor training should be in accordance with those areas of greatest need.

   a. For example, if the community needs five carpenters, the teacher should receive inservice training in carpentry.

   b. Thus, the community and administrator should make recommendations as to the types of courses teachers should take.



c. It is the responsibility of the district/administrators to provide inservice training for instructors in areas necessary for program implementation.

4. A strong liaison with teacher education training institutions should be established and maintained. This will improve preservice training that teacher candidates receive as related to Titles II and IX.

5. Upgrade quality of student-teacher training programs:

   a. Provide training in Titles II and IX.

   b. Send student-teacher to rural community school for a month of teaching to determine if individual is adequately prepared for teaching in bush.

D. Community Relationships

1. Drawing upon community talents and skills, resource labs in vocational education may be set up for vocational education programs.

   a. Teachers offer guidance/direction to the community.

   b. Resource people, when used in vocational education classes, will be under the supervision of a certified teacher who has responsibility for knowing and/or getting field type vocational education training in areas for which resource persons are being used.

2. Community educational needs, whether provided by teachers or community resource persons, should be open to both sexes.

E. Other Staff Responsibilities

1. Understand and implement Titles II and IX in vocational education program.

2. Offer short exploratory courses in vocational education to determine student needs/interests, then draw upon community expertise.

3. Determine those leisure-time skills that they can teach and possibly offer through a community schools program.

F. Evaluation

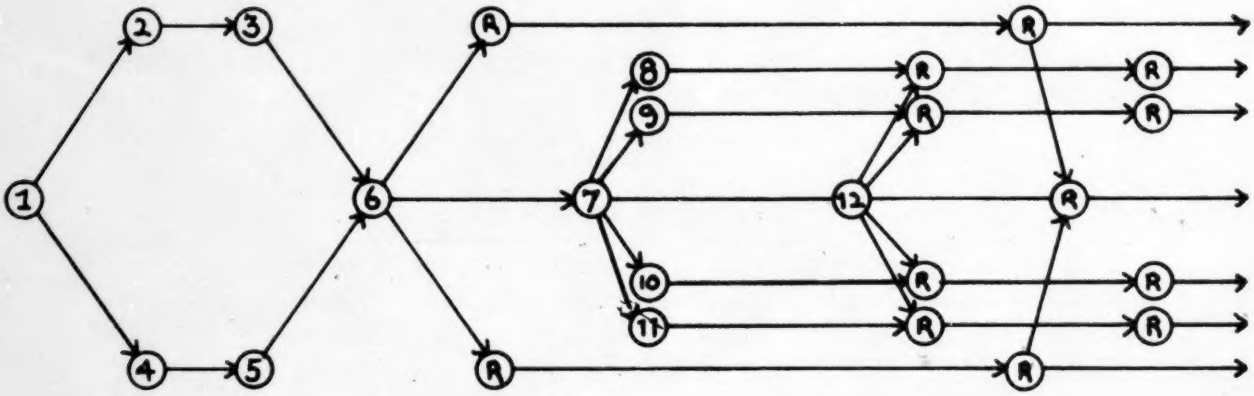
1. A method for ongoing evaluation of vocational education staff is provided by the "Personnel Needs Assessment Model."

2. Community will be responsible for evaluating effectiveness of vocational education program and staff.

PERSONNEL NEEDS ASSESSMENT MODEL

Persons to be involved in the vocational education program are determined by the process outlined in this model. Based upon program requirements, types and duration of interpersonal contact are determined. Existing staff competencies are assessed; training, recruitment and utilization are studied; and other human resources available to the student and teacher are identified.

This process relates directly to the requirements of the vocational education program, then links these requirements to persons to be used in carrying out the program. Such a process – which can be clearly tied to education, training, experience and accessibility – can alleviate or avoid sexism which can occur in staff selection or assignment. It is also possible to achieve staff and program objectives in the elimination of sexism through recruitment and inservice programs outlined in this model.



1. Project start.
2. Begin inventory/analysis of local/regional staff.
3. Preliminary staff inventory/analysis complete.
4. Analysis of program data to determine staff requirements begun.
5. Analysis of program data to determine staff requirements complete.
6. Begin comparison between program/staff needs and availability.
7. Staff needs/requirements determined.
8. Inservice education program established.
9. Staff utilization procedure study begun.
10. Recruitment program initiated.
11. Resource person inventory and utilization program established.
12. Staff needs reassessed.

(R) Periodic review, or repeat preceding event.

Facilities

Taking into account the fact that rural secondary school vocational education facilities are small because of limited student population, course offerings and funds, the following guidelines pertaining to the housing of vocational education programs should nevertheless be considered:

1. When new buildings are constructed, adequate and equitable facilities (such as bathrooms and changing rooms) should be established for both sexes.

2. In those existing facilities commonly shared by members of both sexes, provisions should be made to ensure that all students have equal access, time, and use of such facilities.

3. Planned renovation of existing facilities should include making provisions for equality in facilities for both sexes. Where inequality in facilities exists, remedial action should be taken immediately.

Funding

There are federal funds available for vocational education programs. For more information contact the State Department of Education. Based upon federal regulations, the state will approve for funding vocational educational programs that meet the following criteria:

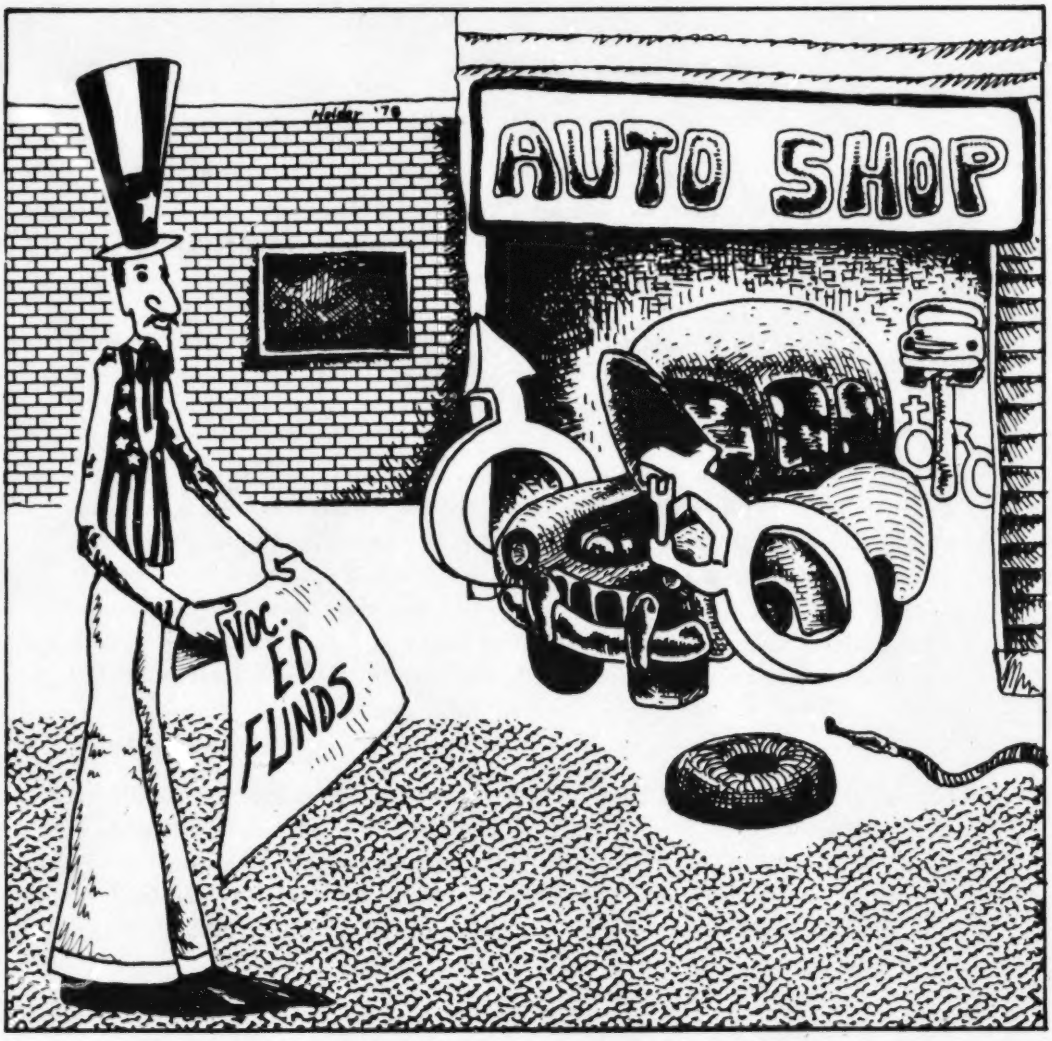
1. All programs, courses, or classes are conducted without sex differentiation in assignments, materials, services, or other treatment.

2. Course descriptions clearly state that courses are open to all students. If enrollment of students of one sex is eighty percent or above in any courses or programs in vocational education, steps have been taken to ensure that this is not the result of sex discrimination in counseling or in scheduling procedures.

3. Vocational education will be evaluated on how effectively programs eliminate sex stereotyping and sex bias.

4. All students are encouraged to consider seriously all programs of study and to select courses on the basis of their individual interests and abilities rather than on the basis of sex.

5. All vocational education programs and curriculum guidelines make clear that all courses are to be provided equally and under the same conditions to males and females.



Materials

This section includes guidelines on how to evaluate the tools instructors use in vocational education programs, as well as suggestions on who they may contact for more information on non-sexist vocational education materials.

I. *Evaluation materials* used in the vocational education classroom should be examined for sexism.

   A. Standardized tests should be:

      1. Interpreted without regard to sex.

      2. Used as tools to expand the career possibilities explored by both sexes.

         a. An example would be the PAYES (Program for Assessing Youth Employment Skills) battery of tests measuring young people's attitudinal, cognitive, and social competencies as they relate to employment skills.

B. Texts and other curriculum materials must be screened and changed to eliminate sex bias and stereotyping.

1. Checklists are available for this purpose and usually quite helpful in reviewing all areas of sexism. They can be obtained by contacting the Department of Education's Title IX coordinator, school district offices and other state departments of education.

2. If a checklist is used for evaluation purposes, it must include at least one item concerning sex bias, sex stereotyping and/or sex discrimination. (See pages 27-28.)

The material in the following section, Section II, has been extracted from an article entitled "What You Can Do About Biased Text Books" in Media Center magazine, published by Baker & Taylor Companies. The original Media Center article referred to non-sexist materials as well as non-racist. Since this publication deals only with non-sexist materials and not with non-racist materials, Media Center's reference to non-racist materials has been omitted.

II. *Individual awareness* of sexism is an important step in changing biased materials, especially when it is not always possible to avoid using sexist curriculum materials. This can be accomplished by different groups acting on their awareness to bring about change and supporting those that are working in this area. The following set of guidelines has been developed by the Baker and Taylor Resource Center on Sex Roles in Education.

A. Administrators can:

1. Develop a policy statement outlining concern about the elimination of sexist stereotypes in textbooks and library books.

2. Appoint a task force to investigate the problem in the community and make recommendations for action.

3. Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.

4. Earmark a proportion of funds to be used for the purchase of non-sexist supplementary materials.

5. Develop and implement a plan for inservice training of all personnel who select, purchase, recommend or use textbooks or other instructional materials.

6. Direct supervisors and curriculum developers to develop resources and materials for assisting classroom teachers in reducing the impact of biased materials.

7. Call on state departments of education, teacher training institutions and professional associations to provide materials, workshops and technical assistance.

8. Interpret the problems of biased textbooks and materials to parents, community groups, and policy making boards. Let them know of your concerns and how they may assist in solving the problem.

B. Teacher groups can:

1. Form a committee to investigate the process of textbook selection. Where local or state groups or officials have responsibility for buying books, meet with them to learn their criteria for selection and procedures for identifying supplementary materials. Let them know your needs and sensitize them to sources of sexism.

2. Request and use funds available for instructional materials in building supplementary materials resources for your classrooms/schools.

3. Develop a plan and organize inservice training sessions on biased textbooks and instructional materials. Several sessions should be included to deal with identifying sexism, methods of analyzing materials, developing supplementary materials, and classroom activities for identifying bias.

4. Meet with school librarians and ask them to assist teachers in the identification of non-sexist materials. Urge them to order and provide resources for supplementary materials.

5. Conduct a study and periodic review of the bias found in the textbooks and materials used in your classrooms/schools.

6. Call on district or state curriculum development specialists to provide guidelines, materials, training and other resources related to non-sexist books and materials.

7. Include provisions for inservice training and funds for supplementary materials in collective bargaining or teacher negotiations.

8. Organize a central file in your school or district of supplementary materials, curriculum outlines, or other resources you have used for identifying bias and supplementing the curriculum.

9. Develop a list of local resource persons, materials and other resources for use in the classroom.

10. Identify non-traditional publishing firms, alternative presses, and other groups developing materials in this area. Make sure that information about these groups is distributed to all teachers.

11. Publicize studies, workshops and other efforts to improve materials or reduce the impact of biased materials.

C. Teachers can:

1. "Level" with the students in your classroom. Point out sexist bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.

2. Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.

3. Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.

4. Identify or develop supplementary materials which can help "correct" some of the bias of available materials.

5. Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.

6. Assign student papers, themes, term papers, or other activities on topics or persons not usually covered in textbooks or materials.

7. When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.

8. Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.

9. Ask students to rewrite materials, write their own materials on subjects omitted from the textbook, or rewrite the material from other persons' points of view.

10. Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.

11. Develop a classroom collection of non-sexist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

D. Parents and community groups can:

1. Read the textbooks and materials that your children are using and identify sources of bias where they exist.

2. Meet with your children's teachers and principals. Learn how the problem is being handled in your school.

3. Work with other parents or groups to raise their awareness of the problem of biased materials.

4. Meet with school board members to outline your concerns. Support expenditures for supplementary materials and inservice training for school personnel.

5. Sponsor a community workshop on bias in textbooks and instructional materials. Include information that will assist parents in pointing out stereotypes in television, magazines and other materials found in the home.

6. Organize a study of the bias of textbooks used in your community schools. Publicize the results and make recommendations for change.

7. Establish a special collection of books in the school or public library which features non-sexist books.

8. Identify how textbooks are selected in your community. Write to and/or meet with persons responsible for textbook selection at local and state levels to voice your concerns, urging purchase of quality materials and inclusion of supplementary materials.

9. Write to textbook publishers and indicate your dissatisfaction with biased materials. Support examples of non-sexist books that have been developed.

10. Recognize the efforts of teachers and administrators who are taking positive actions to deal with the problem.

11. Organize a task force or speakers bureau to meet with other groups to extend their understanding of the problem and actions that may be taken.

E. Students can:

1. Look for and learn to recognize bias that may be found in textbooks, library books, television programs, magazines, etc.

2. Ask your librarians to help you identify non-sexist books. Select books that help you understand people in cultures or situations other than your own.

3. Point out bias when you recognize it in materials you are using in school.

4. Do a study of your textbooks. Ask your teacher if you can do this with other students as a project or as part of your own school work.

5. Write letters to people who can help you learn more about bias in textbooks.

6. Write letters to publishers and let them know when you have found bias in textbooks.

7. Rewrite stories on textbooks to show how they might have been written to avoid bias or from another person's point of view.

III. For *more information* on where and how to obtain sex bias/sex stereotype-free materials for use in the vocational education classroom, the following sources can be contacted:

A. Title IX Coordinator, Department of Education.

B. Vocational Education Sex Equity Coordinator, Department of Education.

C. University of Alaska, Equal Employment Office.

D. United States Office of Civil Rights.

E. Any job service/state employment office.

CHECKLIST FOR EVALUATION
TEXT AND SUPPLEMENTARY MATERIALS

Title _____ Author or Editor _____

Publisher _____

Material is requested for: (course name) _____

Method of use – How used in classroom (individual, whole classroom, etc.) _____

Part of book, all of book _____ Grade level of course _____

Requester (name, dept., school) _____

_____

Consider the purpose for which this text would be used if purchased (see request form). Rate the book according to the following criteria as applicable, with "1" meaning *poor* and "4" meaning *excellent*.

CRITERIA In terms of appropriateness and instructional merit		Poor 1	2	3	Excel- lent 4	Does not apply
1. Content Accuracy	a) The material is factually correct.					
	b) The material is up to date.					
2. Course of Study	a) The material is relevant to the course of study.					
	b) This book, which is to be recommended as a basic textbook, covers an essential part of this course.					
	c) This author or title occupies an accepted position in the subject area addressed by this course.					
3. Organization	a) Principles of unity, coherence, and transition are used in the organization of this book.					
4. Presentation	a) The author's style is readable and interesting.					
	b) The content is sufficiently detailed to permit the development of generalizations.					
5. Grade Level and Readability	a) The vocabulary, sentence structure and concept level are suitable for the class in which the text is to be used.					
	b) Indicate readability level of the book. _____					

CRITERIA In terms of appropriateness and instructional merit		Poor 1	2	3	Excel- lent 4	Does not apply
6. Social and Civic Values	a) The use of this book would stress the obligations as well as the privileges of citizenship.					
	b) When controversial issues are considered, the use of this book would promote considerations of representative points of view and objective treatment of them.					
	c) This book treats sex roles fairly.					
7. Instructional merit	a) The bibliography encourages further reading and aids the student in carrying on research.					
	b) Such reading aids as variations in type, center heads, side heads and italics are used effectively.					
	c) Study aids and instructional aids such as self tests, summaries, suggested activities, test, appendices, glossaries, maps and the index are adequate.					
	d) Accompanying aids (filmstrips, records, etc.) are valuable.					
8. Format	a) The type is clear, readable, and attractive.					
	b) The illustrations, if any, are clear, well-designed, meaningful, in good taste, and related to printed text.					
	c) The binding is attractive and strong.					
	d) The cover illustration is suitable for classroom use.					

1. List and explain any offensive points of this book. _____

_____

2. This book should/should not (mark out one) be adopted.

3. I have read all of this book, and the evaluation above represents my considered judgment concerning this book.

Evaluator(s): _____

School: _____

Date: _____

SUMMARY

Vocational educators, as much as any other single group in society, have both the responsibility and the means to provide solutions to sexism that their students face in the classroom and can expect to encounter when they enter the work force. This manual of guidelines has been prepared with the idea in mind that with assistance vocational education instructors can demonstrate this kind of necessary leadership.

The kinds of information submitted in local plans will ease the function of reviewing state vocational education programs for sex equity provisions. The following items are suggestions, not limitations, to be considered in the preparation of local vocational education planning procedures.

Establish goals that promote equal opportunities for all students at both secondary and adult levels.

Appoint a representative number of women to serve on all policy-making committees and advisory boards.

Promote the certification and hiring of professional women in administrative and supervisory positions.

Recruit women and men for non-traditional teaching positions to provide positive role models for students.

Provide inservice training for all staff to identify and eliminate sex bias attitudes and practices.

Analyze existing and/or prepare new curricula, resources and recruiting materials that are non-sexist, and show the accomplishments and contributions of men and women in various roles.

Ensure that funds are allocated for programs, activities, services, facilities and equipment equally for females and males.

Ensure that local advisory councils develop criteria for evaluating programs and procedures that encourage the elimination of sex bias, stereotyping and discrimination.

Encourage the participation of both females and males in all vocational youth organizations, and promote the inclusion of activities to overcome sex bias.

Provide flexible registration and enrollment practices to encourage students to participate in non-traditional courses.

Provide vocational training programs, counseling, special services and job placement for teenage parents, women returning to the labor market as a result of economic need or changed marital status, women seeking jobs in non-traditional areas, single heads of households, and homemakers who work part time but desire full-time employment.

Communicate with business and industry, professional organizations and other interested groups in relation to eliminating sex bias and increasing opportunities for women and men in non-traditional careers.

In this manual a number of different areas relevant to vocational education have been covered. There are guidelines for determining philosophy, program, personnel, facilities, funding and materials of vocation education programs for small rural secondary schools in Alaska. Some of this material will need to be modified to meet the unique needs of individual schools.

To what extent this handbook and its goal of quality vocational education for both sexes is achieved depends primarily on how the guidelines are implemented at the local level and the willingness of the schools to go beyond the federal requirements. Certainly all will benefit – boys, girls, community and potential employers. In adopting these recommendations, the State of Alaska can become a leader in non-sexist vocational education that truly prepares its students for the work force of the future.

GRIEVANCE PROCEDURES

If a situation arises where a complaint of discrimination based upon sex cannot adequately be resolved by the teacher or school district, the student, represented by parents or guardian, can undertake the following procedures for the resolution of an alleged discrimination or can appeal directly to the Director of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Step 1

The parties who feel they have been discriminated against may present the grievance to the student's immediate teacher or supervisor for resolution.

Step 2

If grievants are not satisfied with the disposition of their grievance at Step 1, or if no decision has been rendered within six (6) school days after presentation of the grievance, then the grievance may be referred in writing to the district Title IX coordinator. The coordinator shall arrange for a hearing within five (5) school days of his/her receipt of the appeal. Upon conclusion of the hearing, the coordinator will have four (4) school days to provide his/her written decision, together with the reason for the decision.

Step 3

If the grievants are not satisfied with the disposition of their grievance at Step 2, or if no decision has been rendered within four (4) school days after presentation of the grievance, then the grievance may be referred in writing to the superintendent. The superintendent shall arrange for a hearing with grievants to take place within five (5) school days of his/her receipt of the appeal. The grievants have the right to have in representation such witnesses as they deem necessary to develop facts pertinent to the grievance. Upon conclusion of the hearing, the superintendent will have four (4) school days to provide his/her written decision, together with the reason for the decision.

Step 4

If the grievants are not satisfied with the disposition of their grievance in Step 3, or if no decision has been rendered within four (4) school days following the hearing in Step 3, then the grievants may submit an appeal to the state Title IX coordinator within the State Department of Education to mediate the grievance.

Step 5

If the grievants are not satisfied with the disposition of their grievance at Step 4, or if no decision has been rendered within six (6) school days following the hearing in Step 4, then the grievants may submit an appeal to the Director of the Office for Civil Rights, Department of Health, Education, and Welfare, Washington D.C.

These grievances procedures are applicable to school district employees who feel that they too have encountered sex discrimination.

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